DOCUMENT RESUME

ED 397 204 UD 031 085

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TITLE Working Together toward Equity for All Students.

INSTITUTION Michigan Univ., Ann Arbor. Program for Educational Opportunity.

PUB DATE 89
NOTE 17p.
AVAILABLE FROM Programs for Educational Opportunity, University of Michigan School of Education, Ann Arbor, MI 48109-1259.
PUB TYPE Collected Works - Serials (022) -- Reports - Evaluative/Feasibility (142)
JOURNAL CIT Equity Coalition for Race, Gender, and National Origin; v1 n1 Fall 1989

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Access to Education; *Cooperation; *Cultural Awareness; Cultural Differences; Definitions; Educational Objectives; Elementary Secondary Education; *Equal Education; Ethnicity; *Multicultural Education; *Racial Discrimination; *Sex Discrimination; Technical Assistance
IDENTIFIERS Project Head Start

ABSTRACT

This inaugural edition of "Equity Coalition" introduces a new publication from the Programs for Educational Opportunity at the University of Michigan, one of 10 regional centers funded by the Federal Government to provide technical assistance to school districts on issues concerning race, gender, and national origin equity. This issue explores the theme of "Working Together" to form an effective coalition of groups with interests in equal education. Perspectives of the various constituent groups are offered in: (1) "Working Together: A Race Equity Perspective" (Bob Croninger); (2) "Working Together: A Gender Equity Perspective" (Eleanor Linn); (3) "Working Together: A National Origin Perspective" (Norma Barquet); (4) "Working Together: What Shall We Call Each Other?" (Ted Wilson); (5) "The Checklist Does Your Organization's Atmosphere Foster Working Together?" (Tasha Lebow); (6) "Portrait of an Equity Advocate" (Tasha Lebow); (7) "Examples of Working Together: Minnesotans Aim for a Multicultural Gender-Fair Curriculum" (Bob Croninger); (8) "Examples of Working Together: Head Start's Multicultural Gender-Fair Program" (Judith L. Greenbaum); (9) "Examples of Working Together: Family Math as a Road to Collaboration" (Martha A. Adler). The final section, "Recommended Resources on Collaboration," contains an anotated list of 18 resources. References follow the articles. (SLD)

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ED 397 204

EQUITY COALITION

For Race, Gender, and National Origin

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Working Together toward Equity for All Students

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

by Percy Bates, Ph.D., Director

As director of the Programs for Educational Opportunity, I want to take this opportunity to welcome you to the inaugural edition of *Equity Coalition*. You may have known us previously through our two earlier publications, *Title IX Line* and *Breakthrough*. We will now greet you periodically through the pages of *Equity Coalition*. While our publication format has changed, our mission remains the same: equal educational opportunity for all children. As the Desegregation Assistance Center at the University of Michigan we are structured to provide technical assistance to public schools in a six-state region (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) in the areas of race, gender and national origin.

In the past, we focused on race and gender. The inclusion of national origin as an equity concern in our center began in 1987 with support from the Federal Title IV office in Washington, D.C. We are now one of ten Desegregation Assistance Centers nationwide that are serving the interests of children who may experience discrimination because of their race, gender, or national origin. This publication and its title, *Equity Coalition*, is designed to reflect our new combined vision and mission.

Among the many reasons for consolidating these three service areas the clearest to us is the opportunity to foster collaboration across the areas of race, gender, and national origin. Certainly there are some differences in the service needs related to these areas, and these differences are carefully considered in the articles in this issue, but we all believe that our common concerns outweigh our differences. In addition, having all three service areas under a single umbrella allows for greater efficiency in our ability to provide services to you. As we emphasize these common concerns, however, we want you to know that unique differences and specific needs will continue to be met and reflected in our efforts to provide timely and improved services to you and the children for whom you are responsible.

We believe that every child deserves the best and most equitable education possible, and we will work with you to achieve this end. Our mission is to work with you in providing equal educational opportunity for all students in our service area. ❖

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Programs for Educational Opportunity The University of Michigan School of Education
Volume 1, Number 1, Fall 1989

Programs for Educational Opportunity: Who Are We?

The Programs for Educational Opportunity is one of ten regional centers funded by the United States government under Title IV of the 1964 Civil Rights Act to provide technical assistance to public K-12 school districts on issues concerning race, gender, and national origin equity.

We are housed at the University of Michigan in Ann Arbor and provide assistance to school districts in the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. This service area contains over 3,000 school districts and more than 7 million students. Over 1.1 million of these students are African-American. Approximately 505,000 students are National Origin minorities with the largest groups being Hispanic, Southeast Asian, and children whose families come from the Middle East. One hundred thirty-six different languages are represented in this population, including the languages of American Indians.

This periodical, the *Equity Coalition*, is a collective effort of our entire staff, a racially, culturally, and gender-balanced group of approximately 20 people with experience in many aspects of education. Future issues of the *Equity Coalition* will focus on integrating race, gender, and national origin equity initiatives in schools. Any interested educator in our service area may ask to be on our mailing list by using the request form on page 15. Other publications are described on page 16.

In addition to publications, we have an extensive **Resource Center** with several thousand items related to equity and education. Educators may borrow materials after completing a brief registration form. Bibliographies and discussion related to a variety of equity areas can be found on our computer-based telecommunications conference **EquityNet**. Details for signing on to EquityNet can be found in our EquityNet brochure, available free on request.

A major focus of our staff time is devoted to **Field Services** work. School districts may apply for assistance in their efforts to make long-range changes toward greater equity. A staff member works directly with a liaison and planning team from the district to work through the phases of awareness, needs assessment, action planning, training, implementation, monitoring, evaluation, and dissemination. Field service staff are assigned to work intensively with a limited number of districts in a given state.

Our **Research** and **Dissemination** staff identify, develop, and maintain the databases and materials that inform our interventions in many varied aspects of education. Our **Clerical** staff keeps us organized and prepared to respond to a myriad of requests.

Our **Associate Directors** are specialists in race, gender, and national origin equity, respectively. They supervise the program's projects, establish long-range goals, and represent the program to their larger constituency groups. They also provide linkages with specialized consultants, who provide specific services to the program and our client districts.

Our **Director** is Professor of Education at the University of Michigan, former U.S. Deputy Assistant Secretary of Education for the Bureau of the Handicapped, and Chairman of the Higher Education Commission of the National Alliance of Black School Educators (NABSE). ❖

Working Together: A Race Equity Perspective

by Bob Croninger, Associate Director for Race Equity

No one should be fooled into thinking that collaboration comes without its costs. It's hard, sometimes grueling, almost always frustrating work! When collaboration involves people from diverse backgrounds, as I suggest in this article, it can be especially difficult because it requires building (not just identifying) common ground upon which to dialogue and act. Collaborating with others also requires that people compromise and sometimes sacrifice part of their personal agenda. The hope, of course, is that collaboration will enhance everyone's chance for success. But in truth there is no way of knowing up front whether or not these hopes are justified. The proof is always in the pudding, and when you collaborate, you never get to taste the pudding until it cools.

So why collaborate? Wouldn't it be better for African-Americans to concentrate on their own issues first, and then later, once meaningful progress has been made, offer a helping hand to others? These are questions that I have to answer when my colleagues and I propose interventions that require collaboration between African-Americans, women, and other minority groups. They are not always easy to answer. For one thing I am not African-American. I am white, male and most likely of Dutch heritage. That doesn't qualify me to talk about what WE should do as African-Americans, and perhaps understandably, given the history and nature of discrimination in this country, that's ample cause for doubt. Nonetheless, I have worked in the area of race equity for over twelve years now, and I firmly believe that collaboration between advocates for African-Americans, women and other minority groups is absolutely essential. Here are three reasons why I think that this is so.

1. The greatest gains in achievement for African-American students have occurred in schools that have adopted comprehensive school-wide changes in which cooperation was essential. Rather than rely on isolated or particularized interventions, such as compensatory education, these schools worked collaboratively with parents and professionals to institute changes that affected every aspect of schooling. They established a climate in which teamwork characterized staff interactions, parent involvement was welcomed, and student failure was unacceptable. As James Comer and his colleagues observed in New Haven, Connecticut, school officials gained power to change their schools by creating an atmosphere in which staff, students and parents felt that they belonged, were valued, had a shared purpose and direction, and felt emotionally comfortable. If Comer and his associates are right, then working with others to implement comprehensive changes, as opposed to particularized interventions, may benefit African-American children the most. Helping others to learn may be a prerequisite to helping oneself.

Photo by Owen O'Rourke, Methuen, MA

2. African-Americans often voice concerns that are very similar and sometimes even identical to those of women and other minority groups—the negative effects of stereotyping, inappropriate instructional approaches, insensitivity to family circumstances or alarmingly low achievement, to mention but a few examples. Yet these concerns are seldom addressed collaboratively by state or local school officials. Rather, the constituent groups for race, gender and national origin interventions are seen as totally separate. Consequently, equity concerns become fragmented and are kept at the periphery of the educational agendas in most states and schools. Collaboration, however, especially when it results in joint interventions, can change all of this. It can highlight mutual interests—the natural overlaps between constituent groups—and move equity concerns to the center of the educational

agenda. Collaboration can also lead to a more efficient use of resources, an important consideration given the fiscal constraints that most advocates, not to mention schools, face today.

3. Some demands for change have pitted African-Americans against women or other minority groups. Desegregation, in particular, has been a "heated topic," because families and children who are not plaintiffs feel that they lose more than they gain when their schools and communities are disrupted by changes in attendance boundaries. These conflicts, unfortunately, have often created situations in which nobody wins, nobody, that is, except those opposed to equity. There is no reason why desegregation or any other intervention should pit groups of families and children against each other. In most cases, mutually beneficial programs and opportunities can be negotiated between groups. More collaboration between African-Americans, women, and other minority groups would help to build a common ground on which to dialogue, negotiate and work together for change. Minimally, it would foster a greater understanding of and sensitivity to the educational needs and agendas of each group.

Collaboration does not mean that African-Americans must give up their common identity or sacrifice in some way their cultural integrity. Every group has a right to express its own needs and set its own agenda for education. That, after all, is one of the fundamental tenets of equity. An African-American agenda, however, will have a greater chance of success if it is established with some considerations for the agendas of women and other minority groups. Collaboration is the best way of doing this, especially if it results in mutual support, greater coordination of services and jointly sponsored interventions. Although collaboration, especially in the beginning, will entail some frustration and sacrifice, the potential benefits—in wider support, greater recognition, more efficient use of resources and greater success—far surpass any initial discomfort or inconvenience. Equitable schooling, after all, is everybody's business. ✥

Working Together:
A Gender Equity Perspective

by Eleanor Linn, Associate Director for Gender Equity

For me, in a personal way as an advocate for gender equity, joining a coalition of advocates for race, gender, and national origin is well worth the added effort of coordinating our actions and of understanding each other better. My optimism comes from believing that the gender equity community has both a great deal to offer and, at the same time, a great deal to learn. Yet, as we know from our work as educators, people only learn when they are valued, and only feel valued when they have something meaningful to contribute. To build a successful coalition, we will all need to consider each others' issues seriously and listen to them with respect. We will only be open to learning from each other when we have created a climate of mutual respect.

I see several strengths that the gender equity community brings to an equity coalition. Title IX of the Education Amendments of 1972 is the federal legislation that forms the core of the legal mandate for schools to work toward gender equity. It took years of work by citizens and parent committees (many of them still intact) to build awareness of the inequities and set up a framework

A frontier school mistress as remembered by Edward Eggleston in **The Circuit Rider** *(1874), reprinted by permission of the State Historical Society of Missouri*

for effective avenues of relief. Major accomplishments include establishing review committees to assess textbooks; implementing school district self-assessment surveys to be reviewed periodically; designating one individual in a school district as the Title IX coordinator; and the voluntary, though widely-accepted development of school or district level gender equity committees.

Other major accomplishments of the gender equity community have included the authorization of the Women's Educational Equity Act, and other curriculum-related initiatives, which have supported a well-spring of model gender affirmative curriculum and instructional materials, especially in the areas of math/science/technology and women's history and literature. This focus on curriculum and instruction may well be the result of the support that gender equity receives from classroom teachers, both female and male. Some of these models, like EQUALS, a highly successful gender equity math program, can easily be used to assist racial and national origin minority students who, like women, are severely underrepresented in higher level math classes. Others, such as *America's Women of Color*, are already multicultural in focus.

Gender-equity focused curriculum and instruction projects have also benefited enormously from the burgeoning field of women's studies, with its groundbreaking research on gender differences in motivation, theories of feminist pedagogy, and major revision of the fields of history and literary criticism.

The gender equity community especially welcomes the support and collaboration of other equity advocates to help us accomplish major goals that have not been reached. We have not been particularly effective in getting the message across that gender equity refers to women and men from all racial and cultural groups. Our biased society often forgets the most obvious fact that there are women and men in all groups; that their needs, aspirations, and opportunities may be similar in some ways, different in others; and that we need to focus on the overlap of race, national origin, and gender if we are to be fair to all girls and boys.

Very much related to this overlap issue is the over-representation of African-American, Hispanic, and American Indian boys in school disciplinary systems and special education. The schools' reaction to racial and ethnic minority males and the occurrence of acting-out behavior by these boys are related to gender bias as well as racism and ethnocentrism. Educators often do not realize the potential of gender equity initiatives for alleviating this constellation of problems. Working together we can accomplish far more than any of us have in the past by working alone. Similarly, gender is one of several important factors to consider in finding solutions to issues as diverse as school improvement, dropout prevention, teacher recruitment, student employability, parental involvement, teenage pregnancy, and poverty prevention.

One additional major issue stands out for me. The gender equity community needs support from the equity community as a whole on sexual harassment. Sexual harassment exists for men and women of all races and cultural groups, but it is most often gender equity advocates who work to prevent and combat it. For gender equity specialists to work well in a coalition, we need everyone to recognize the pervasiveness and destructiveness of sexual harassment in our schools. The creation of a climate free of any kind of harassment needs to be on all of our agendas and we need to work together to make it a reality.

As advocates for gender equity, our current goal is to find the most effective balance between focusing on gender equity efforts and working in a race, gender, and national origin equity coalition. The more clearly we are able to state our gender equity priorities, the more likely we are to discover which ones can be addressed effectively by working in the coalition with other equity advocates. I look forward to our all working together. ❖

Equity Coalition is published periodically by Programs for Educational Opportunity, a general Desegregation Assistance Center housed in the University of Michigan School of Education and funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. The contents, however, do not necessarily reflect the position or policy of the Department of Education and no endorsement should be inferred.

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Working Together:
A National Origin Perspective

by Norma Barquet, Associate Director for National Origin

The efforts of Programs for Educational Opportunity to integrate the three areas of equity which the program addresses are, in part, a strategy to increase the effectiveness and efficiency of our service delivery system. But these efforts also represent a deliberate attempt to deal with equity issues in a more holistic and humanistic manner and to create networks among professionals across the three equity areas of gender, race, and national origin.

One of the greatest barriers to progress for minorities and women continues to be the lack of access to real power, and therefore to significant opportunities and resources. By combining efforts and sharing expertise and resources, we can help each other promote our specific agendas and increase our effectiveness. We can also, collectively, increase our power base and have more opportunities for professional development, recognition, and advancement. Ultimately, we would stand a better chance of influencing the mainstream structures in a more systematic, real, and permanent manner.

National origin concerns often cannot be separated from issues related to gender and race. The populations that fall under the national origin classification represent all of the existing races of which approximately fifty percent are women. In the case of a Black Puerto Rican female student, three areas of possible discrimination might affect one person. A holistic approach to an intervention will take into consideration the impact that society and the family have on the whole person based on her or his gender, race and cultural/linguistic background. In other words, issues related to gender discrimination might affect a white middle class female differently than they would a Hispanic female and might call for a different type of intervention.

The issues that have divided us in the past, such as the conflicts between desegregation and bilingual education efforts, have to a great extent been the result of poor communication and lack of sharing in the decision-making processes that led to implementing those programs. As Bob Croninger points out in this issue, when people with diverse agendas are placed in situations where they must collaborate, they may need to compromise on some of their issues, but they gain the potential for more creative and often more comprehensive outcomes.

Only by working collaboratively across the three areas will we be able to develop the expertise and sensitivity that will enable us to deliver more integrated services. We must consider each child as a whole person representative of a race (or more likely, a combination of races), a gender, and a unique linguistic and ethnic background. We must also remember that these characteristics are often used against people to exclude them from full participation in the mainstream of American society.

Spirit bird of Viet-Nam, from **Activities for the Classroom,** *Lansing Public Schools*

But the challenge to bring about real change is ours as the advocates and catalysts for change. The cultures of the institutions in which we work must first become more inclusive and reflective of the diverse composition of this nation's people and of the populations we are trying to serve. As minorities (people of color), women, and equity advocates we must work together in order to encourage, create and promote opportunities that foster the self-determination of the populations that we represent. Otherwise, we will continue to perpetuate the racism, sexism, ethnocentrism, and exclusionary practices that we are so eagerly trying to eliminate in schools.

Our challenge is a difficult one. We must strive to be good models of the principles that we advocate: cooperation versus competition; representation versus exclusivism; multiculturalism versus ethnocentrism; (bi)multilingualism versus monolingualism; gender-fairness versus sexism; integration versus segregation; humanism versus elitism; survival versus annihilation. ❖

Working Together:

What shall we call each other?

by Ted Wilson, Editor and Research Associate

Working together across the lines of race, gender and national origin teaches us that there can be no easy certainty about what to call each other, only continuing dialogue. The words that name our differences are emotionally charged. If we are members of groups that have suffered discrimination and name calling, we are apt to be senstitive about the choice of these terms. As educators working together toward equity we should help each other learn to use the most acceptable terms. Should we say African-American, Afro-American, or Black? Should we say American Indians or Native Americans? Should we say Hispanics or Latinos? At what age in their lives should females be called women and males be called men?

An important guideline is the principle of self determination. Each of us has the right to decide what labels are acceptable to us. Our membership in a group may seem obvious to others, but our feelings of affiliation are more complex. The strength of our internal identification with a group and its name can range from denial through mild curiosity to passionate commitment.[1]

If our social setting focuses on our commonalty with all human beings (our need for food-shelter-security, our concern for family-children-community, our hope for the future), we may identify less strongly with the subgroups of humanity to which we belong. However, if our differences are at issue (stereotypes about us, prejudices and discrimination against us), we may identify more strongly with our own race, gender, and national origin. Social conditions and interactions can affect our sense of identity and our preference for one name over another.

And preferences do change. For example, Jesse Jackson and other Black leaders said in December 1988 that they preferred to be called African-Americans. "Every ethnic group in this country has some reference to some land, some cultural and historical base. African-Americans have hit that level of maturity," Jackson said.[2]

What should the press do? *Editor and Publisher* ombudsman Henry McNulty said, "I think people should be called whatever they want to be called, within reason, but the question is, Who can tell what 'the people' want?" He added, "I go along with Jackson's reasoning that it is better to refer to someone's ancestral land than to skin color."

In December the Bill Cosby Show also dealt with this issue when Denise taught her step daughter Olivia that she should say African-American not Black, Asian not Oriental, and Caucasian not white. This popular show may influence some people to adopt these terms.

Similarly, American Indian and Native American are competing terms. Jim Beck, an Ojibwa administrator at the University of Michigan, prefers the term American Indian (despite its origin in Columbus's "ignorant navigational error"), but he also uses the term Native American. However, he strongly believes Indian should be capitalized when used in words such as paleoIndian.[4]

Hispanic and Latino are also competing terms. In 1968 Sen. Joseph Montoya of New Mexico persuaded President Johnson to declare National Hispanic Heritage Week,[5] and the Census Bureau uses the term Hispanic. However, for some Hispanic evokes only Spaniards or their descendents whereas Latino embraces Portuguese, Spanish, Indian, and African peoples and cultures.[6]

Gender bias is such a part of our language that it resists change. Ms. now seems to be used more often than Miss or Mrs., and "he or she" as often as the generic "he," but inclusive terms like "fire fighter" are still not as common as sexist terms like "fireman." A new book by Rosalie Maggio has many fine suggestions for correcting gender bias in our language.[7]

To encourage diversity in this dialogue, the authors in *Equity Coalition* will use those terms they feel are most acceptable. They may not agree with each other, and you may not agree with them. In any case we'd like to hear your reactions and suggestions. Other questions of language and equity will be discussed in future issues.

References

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[4] *Ann Arbor News*, Nov. 28, 1989, p. A10.

[5] Vázquez and Ramírez-Krodel, *America's Hispanic Heritage*, Ann Arbor: Programs for Educational Opportunity, 1989, p. 2.

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[7] *The Nonsexist Wordfinder: A Dictionary of Gender-Free Usage*, Boston: Beacon Press, 1989.

The Checklist

Does your organization's atmosphere foster working together?

by Tasha Lebow, Field Services Specialist

This checklist is designed to help you assess whether an oganization facilitates trust-building relationships and effective collaboration. The generic term "organization" could mean a school district, an administrative office, a school building, or classroom, whichever is appropriate. This checklist is an informal assessment tool intended to identify areas for future attention.

Directions: Record your YES or NO responses to the following questions. This checklist may be used as a collaborative exercise by having several people individually complete it and then meet to discuss their observations.

I. Organizational Issues

YES NO

❑ ❑ **1.** Are women and minorities in visible positions of authority that guarantee input into decisions and allow them to serve as role models and mentors for others?

❑ ❑ **2.** Are values of justice (equality, shared power, pluralism) modeled by how the organization is run?

❑ ❑ **3.** Is participation in the decision-making process by advocacy and special interest groups systematically established (rather than a response to crisis)?

❑ ❑ **4.** Are specific strategies in place to ensure representation of all groups on committees, planning groups, screening boards, etc?

❑ ❑ **5a.** Does the organization employ a participatory decision-making model?

❑ ❑ **b.** Is there mutual accountability?

❑ ❑ **c.** Are there opportunities for peer review?

❑ ❑ **6a.** Does the organization's nondiscrimination policy specifically cover race, gender, national origin, and disability?

❑ ❑ **b.** If a generic policy is stated, are specific aspects for each population delineated in the implementation guidelines?

❑ ❑ **7.** Are meetings arranged to ensure the greatest participation (e.g. announced in advance, held in rotating locations, and led by diverse co-chairpersons)?

❑ ❑ **8.** Are announcements and notices translated into languages that exist within the community?

❑ ❑ **9.** Are all school-home communications reviewed to ensure a readability level appropriate for the total community?

II. Climate Issues

YES NO

❑ ❑ **10.** Is it emphatically clear that racist, prejudiced, or sexist language and behaviors by students and staff will not be tolerated?

❑ ❑ **11.** Are school events organized and facilitated that bring together diverse groups?

❑ ❑ **12.** Does the organization provide opportunities for dialogue among diverse groups on shared concerns or priorities?

❑ ❑ **13.** Does the organization's atmosphere encourage the expression of dissenting opinions?

❑ ❑ **14.** Does the physical environment (bulletin boards, display cases, holiday observances, etc.) reflect true American diversity?

❑ ❑ **15.** Are any school symbols or mascots employed that offend racial or ethnic groups or women?

III. Staff Development

YES NO

❑ ❑ **16.** Are there significant opportunities for all staff to gain exposure to the educational equity issues and concerns of specific populations?

❑ ❑ **17.** Do all inservice programs include content relating to the equity needs of specific populations?

❑ ❑ **18.** Are bilingual/multicultural inservice plans integrated with the overall district inservice plan?

❑ ❑ **19.** Are staff trained in group process, conflict management, cross cultural communication, and other skills essential to working with diverse populations?

❑ ❑ **20.** Are current trends in education (school improvement, high-risk students, substance abuse preven-

tion, teen-age pregnancy, etc.) addressed as issues pertinent only to one group or gender?

IV. Curriculum & Educational Programs

YES NO

❑ ❑ **21.** Do representative numbers of women and minority groups actively participate in all curriculum development activities?

❑ ❑ **22.** Does the curriculum contain factual, nonstereotypic information on the diverse roles and contributions of minority groups and women?

❑ ❑ **23.** Is evaluation for race, ethnic, and gender bias required before new textbooks are approved?

❑ ❑ **24.** Are existing textbooks and library collections reviewed to identify biased information?

❑ ❑ **25.** Are supplemental materials that rectify biases in traditional materials provided?

❑ ❑ **26.** Are cooperative learning techniques regularly employed?

❑ ❑ **27.** Are any ability grouping arrangements flexible, temporary, and applicable only to specific skills taught in that grouping?

❑ ❑ **28.** Does the curriculum include human relations and cross cultural communication content?

❑ ❑ **29.** Are enrollments in the following "gatekeeper" courses monitored for disproportionality of race, gender, handicap, ethnicity, and nonstandard or limited English?

❑ ❑ **a.** advanced math and science

❑ ❑ **b.** basic skills courses

❑ ❑ **c.** vocational education

❑ ❑ **d.** special education categories

❑ ❑ **30.** Are data pertaining to discipline referrals, actions, and suspensions regularly collected and assessed for imbalances in gender, race, and national origin?

❑ ❑ **31.** Are holiday observances, extracurricular activities, special assignments, awards, scholarships, etc. monitored to ensure balanced participation by all groups?

For scoring, please turn to page 13.

Portrait of an Equity Advocate

by Tasha Lebow, Field Services Specialist

Effective advocates for equity must possess a strong commitment to this ideal, as well as diverse skills and talents. Here is a list of some of the qualities effective change agents are likely to demonstrate. An Equity Advocate is someone who:

- Assists the upward mobility of minorities and women by providing mentoring, training, and exposure experiences for them and encourages their aspirations
- Has the same expectations regarding performance, behavior, and aspirations for all staff and students, regardless of gender, race, ethnicity, or handicap
- Uses all-inclusive, nonsexist language
- Actively strives to consider the impact of all decisions, procedures, rules, etc. on historically underserved populations
- Scrutinizes his or her own behavior and language for expressions that are offensive to members of other groups
- Regularly models affirmative behavior by performing activities traditionally considered non-traditional for her or his race, gender, or national origin.
- Effectively calls another's attention to their biased, prejudiced or stereotypic language or behavior
- Is actively involved in expanding her or his own knowledge of other cultures and languages. ❖

Examples of Working Together:

Minnesotans Aim for a Multicultural Gender-Fair Curriculum

by Bob Croninger, Associate Director for Race Equity

Minnesota's State Board of Education recently adopted a "multicultural gender-fair rule" that promises to stimulate a lot of collaboration about education in the state. The rule, which officially went into effect last summer, requires that school boards throughout the state adopt plans to establish and maintain an inclusive educational program. Each plan is to describe how the district will eliminate biases in its curriculum, foster an understanding and appreciation for cultural diversity, recognize the wide range of political, economic and social roles open to students, and acknowledge the historic and contemporary contributions that women, people of color and persons with handicaps have made to this country. "The hope of the board," Ted Suss, a state school official said, "is that students who finish a public school education in Minnesota in the next decade will have a greater understanding and respect for other people."[1]

The rule also tells local boards that they must substantively involve women, persons of color, and persons with handicaps in developing their plans. In other words, local boards must include school staff and community members who are often excluded from policy-making in order to comply with the rule. As a result many local boards are forming multicultural gender-fair advisory committees to review their school's curriculum and make recommendations about how to foster the understanding and respect Mr. Suss mentioned. Most of these committees, of course, are just forming, so it's too early to tell what they will do and how they will actually affect education in Minnesota. But in districts that have already formed committees, the results have been encouraging. Committees in Minneapolis, St. Paul, and Duluth developed comprehensive plans before the school year began. In the case of St. Paul, which has acknowledged the importance of multicultural gender-fair education for a long time, the plan also led to new partnerships within the district and community to implement the recommendations.

Why have these districts been successful? One reason is that creating a multicultural gender-fair curriculum is an ideal topic around which to encourage people to collaborate. It acknowledges diversity, fosters mutual respect, and provides an opportunity for men and women of different races and ethnicities to work together toward a common goal. Another reason, however, is that these districts are committed to the idea of multicultural gender-fair education. They have not allowed initial set backs and disappointments to overwhelm them. Instead they have doggedly pursued their goal, addressed conflicts that have arisen, attempted to incorporate diverse perspectives and insisted on developing new curriculum goals and objectives collaboratively. Their job is not done, of course. New obstacles will undoubtedly take shape as they continue to implement their plans, but persistence and commitment to multicultural gender-fair education and collaboration are paying off.

Minnesota is a good example of how one state and several individual school districts have fostered equity and school improvements by collaborating on multicultural gender-fair education. There are, however, other ways of fostering collaboration. Judith Greenbaum describes another example in the article that follows. She describes how the Head Start program formally recognizes the importance of providing services that are multicultural, gender-fair, and handicap aware. Head Start, Judith argues, is not only a good example of the results of collaboration; it is also an example of how respect for and an awareness of differences can foster collaboration itself, not to mention a more successful program. The Minnesota rule describes the potential for men and women of different races and ethnicities to collaborate for better schooling; Head Start demonstrates how that potential has actually been translated into real gains for the programs that foster it and the children and families whom they serve.

References

[1]Rothman, Robert. "Minnesota to Mandate 'Multicultural and Gender-Fair Curricula,'" *Education Week*, Vol. VIII, No. 15 (December 14, 1988), p. 1.

Examples of Working Together:

Head Start's Multicultural Gender-Fair Program

by Judith L. Greenbaum, Ph.D., Project Associate

One of the main goals of collaboration is the development of a multicultural, gender-fair, handicap-aware educational plan. (The process of collaboration across race, gender, and national origin lines is a goal in and of itself.) The Head Start Program Performance Standards[1] can serve as a successful model of a written multicultural gender-fair plan. This plan, which reflects race, gender, and national origin concerns in all its components, has many desirable characteristics that are applicable to all school programs. By borrowing Head Start language, and by collaborating with local Head Start programs, local educational agencies can save themselves much time in program development.

Head Start is a comprehensive interdisciplinary program aimed specifically at low-income children and their families. The Head Start program emphasizes cognitive development, physical and emotional health, and social competence in the children it serves. In addition, Head Start has the oldest and probably the most extensive parent involvement program in the nation.

Courtesy Anti-Defamation League of B'nai B'rith

Parent involvement activities include training in working with their own children at home, direct involvement in decision-making in Head Start program planning and operations, paid assisting or volunteering in the classroom, and personal enrichment and continuing education activities. Parents are also trained in self-advocacy so that they can access community and educational services for themselves and their family.

Each Head Start program has a comprehensive, written plan based on federal program performance standards, and a self-assessment instrument for program monitoring and evaluation. The function, responsibilities, and membership of the advisory and policy councils which run the local Head Start programs are carefully delineated. The relationship of a Head Start program to its local community is also carefully spelled out. Although federally funded, Head Start programs must rely on volunteers, in-kind services, fundraising, and local tax monies to bring the program into compliance with federal standards.

In each program component Head Start performance standards carefully spell out multicultural, gender-fair goals and objectives. For example, the recruitment or outreach process provides for the enrollment of eligible (low-income) children regardless of race, sex, creed, color, national origin, or handicapping condition. The general program goals provide for "the enhancement of the sense of dignity and self-worth within the child and his [or her] family" through "patterns and expectations of success" for the child. Staff and program resources reflect the racial and ethnic makeup of the children in the program. Each local Head Start program must make arrangements to include as resources, parents and community persons who speak the primary language of the children and are knowledgeable about their heritage. Children who are handicapped and their families are fully integrated into all aspects of the Head Start program, while receiving the special services they may need.

The goals and objectives of the educational component are based on "a curriculum which is relevant and reflective of the needs of the population served (bilingual/bicultural, multicultural, rural, urban, reservation, migrant, etc.)." The curriculum also "provides an environment of acceptance which helps each child build ethnic pride." This means "accepting each child's lan-

guage whether it be standard English, a dialect, or a foreign language" and fostering the child's use of his/her primary language. Educational program activities must avoid "situations which stereotype sex roles or racial/ethnic backgrounds." For non-English speaking parents, interpreters are available to facilitate communication between staff and parents regarding the educational needs of the children.

Head Start provides a comprehensive health program which includes a broad range of medical, dental, mental health and nutrition services to the children. Medical and dental screenings are given to all children Further examination and treatment are provided by the program, as are referrals for services and transportation to these services if needed. The health component also has multicultural, gender-fair awareness infused in its goals and objectives. The breakfasts, lunches and snacks given to the children must be provided in ways that "recognize individual differences and cultural patterns" and "reinforce cultural and ethnic practices found in the children's homes." Ethnic foods are included whenever possible. All children are provided with opportunities to participate in menu planning and food preparation. Community health problems such as sickle cell anemia, lead poisoning, and internal parasites are determined and addressed through medical treatment. Health practices in the community which might be harmful to a child are also determined and addressed through education of the family. The parent involvement component similarly infuses multicultural and gender-fair awareness into its goals and objectives.

Current research attests to the effectiveness of Head Start in drop-out prevention, obviating the need for special education services, and reducing juvenile delinquency.[2] These three goals, along with increased student achievement, are the priorities of public education. Although Head Start is a pre-school program with goals larger than education, its multicultural and gender-fair objectives are easily translated to a kindergarten through twelfth grade educational system. Since Head Start successfully serves an at risk population, namely low income children, there is much the public schools can learn from its policies and practices.

References

1. *Head Start Program Performance Standards* (45-CFR 1304), Washington, D.C.: Department of Health and Human Services Publication No. (OHDS) 86-31131.

2. Berrueta-Clement, John R., Weikert, David P., and Crissey, Marie Skodak, *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*, Ypsilanti, MI: High/Scope Press, 1984.

Examples of Working Together:

Family Math as a Road to Collaboration

by Martha A. Adler, Field Services Specialist

There are countless ways in which we can collaborate in an effort to help our children grow and develop in the educational setting. It would be impossible to begin to list all of them in this brief column; however, two very obvious areas where collaboration can and should take place are in curriculum and instruction.

That our children will need mathematical skills throughout their lives is well established. Educational research has already recognized that the development of these skills is a significant need of the underserved children in our schools. It has also been demonstrated that educational programs using the techniques of cooperative learning, a "hands-on" approach, and methods that help eliminate math anxiety are some of the best ways to reach children who do not otherwise do well in math. A survey of research shows that "children in classrooms where activity-based programs were used outperformed those in comparison classrooms, [and] students who were disadvantaged academically, economically, or both, gained more from activity-based programs."[1]

Family Math[2] is one innovative example of an out-of-school, curriculum-based program that not only effectively addresses the issues raised of educational equity, but also goes a step further by involving children and their families. Begun in 1986, **Family Math** was developed from an expressed desire on the part of the equity advocates involved with EQUALS[3] to extend their program beyond the school experience. In its brief history, **Family Math** classes have been conducted throughout the United States and in many foreign countries. *Family Math*[2] is also a book which is available in both English and Spanish; workshops have been designed to incorporate the rich mathematical

Illustration by Marilyn Hill, from **Family Math**, courtesy EQUALS

knowledge of the Southeast Asian and American Indian cultures.

The **Family Math** program emphasizes the ability to understand mathematical principles, the development of problem solving skills, good strategies for approaching problems, and understandings of abstract concepts through the use of a cooperative, "hands-on" approach. Its design enables successful development of these skills among its participants and thus helps reduce math anxiety for children as well as parents. In addition to working on the skill areas vital to achievement in math, the program also provides role models for children and their families to learn more about the importance of math in careers and career options.

Another feature of the **Family Math** program is that its leaders do not necessarily have to be teachers; in fact, it is preferable if they are not exclusively professional educators. Successful workshops have been led by parents, teacher aides, or community people. Often the sessions are held outside the school in community buildings or centers that are convenient to the families involved.

Of course the aspect of **Family Math** of interest for this newsletter is its adaptability for the goals of collaboration. Just as the classroom is not a group of children homogeneously arranged by their gender, race or national origin, the **Family Math** workshop is also a wonderful blend of people. In addition to learning good math skills and reducing some of the anxiety that children and their parents may have about math, the workshops are also good learning opportunities for the participants to learn to collaborate with one another toward a common goal. Because the workshops are conducted in an enjoyable, non-threatening manner, the opportunities abound to learn from each other in a positive and rewarding manner.

You may already know of a **Family Math** group in your area. If so, help spread the word. If you do not know about the program, and would like to learn more, you can contact our program, and we can assist in locating a **Family Math** group in your geographical area.

References

[1]Bredderman, Ted. "Activity Science—The Evidence Shows It Matters." *Science and Children* 20 (September 1982): 39-41.

[2]Thompson, Virginia, *et al*. *Family Math*. Berkeley, CA: EQUALS, Lawrence Hall of Science, University of California, Berkeley, CA 94720.

[3]EQUALS is a mathematics inservice program for teachers, counselors, and administrators who work with kindergarten through grade twelve children in order to help develop motivation in young women and minority students for the study of mathematics. The program introduces educators to techniques that help develop skill building and cooperative learning. ❖

Scoring for The Checklist on pages 8 & 9

Scoring: For questions 1 through 31 record ONE POINT for every YES answer you have recorded, with the exception of questions number 15 and 20. Record ONE POINT for a NO response to questions 15 and 20.

Rating your organization:

32-36 Exemplary organization and a model to others—Good Work!

26-31 You have a good start, but some key areas still remain for further attention.

20-25 Significant attention should be given to those areas identified as weak by the checklist. Activities that identify weaknesses for each specific target population are advisable.

0-19 Time for considerable attention to the equity environment of your organization. Begin by meeting with people who share your concern about equity issues to initiate a more in-depth evaluation process and long-range planning. ❖

Recommended Resources on Collaboration

Compiled by Aurora Ramírez-Krodel, Resources Center Librarian

This list of basic resources is intended particularly for equity advocates who are just beginning to think about collaboration and who thus may be new to working in some of these equity need areas.

Working Together Toward Equity

1. "Here They Come, Ready or Not." *Education Week* (May 14, 1986)

A special report on changing school demographics and the challenges this presents to the educational system. Numerous charts are provided.

2. Hodgkinson, Harold L. *All One System: Demographics of Education, Kindergarten through 12th Grade*. Washington, D.C.: Institute for Educational Leadership, 1985.

Demographic report asserts that by knowing who is entering the educational system and how well they are doing, educators will be able to develop effective programs for the benefit of all students. Also shows how the performance of each educational level is interdependent with the next.

3. Schniedewind, Nancy and Ellen Davidson. *Open Minds to Equality: A Source Book of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Englewood Cliffs, NJ: Prentice-Hall, [1983].

A sourcebook of activities for the classroom and for staff development workshops. Appropriate for middle school through adult.

4. Schorr, Lisabeth B. and Daniel Schorr. *Within Our Reach—Breaking the Cycle of Disadvantage*. New York: Anchor Press, 1988.

Review of the literature on the social and health impact of poverty on minorities. Topics cover all equity areas.

5. Horn, Shirley M. "A Synthesis of Research on Organizational Collaboration." *Educational Leadership* Vol. 43, No. 5 (February, 1986), pp. 22-26.

Collaboration and cooperation, distinctly different operational processes, are both valued models, but each serves a unique purpose and yields a different return.

Gender Equity

Note free offer on the next page for items 6 and 7.

6. Klein, Susan S., editor. *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: Johns Hopkins University Press, [1985].

Describes key issues of gender equity and focuses on effective strategies designed to achieve equity in education including educational administration, teacher training, classroom climate, etc.

7. Sadker, Myra Pollack and David Miller Sadker. *Sex Equity Handbook for Schools*. New York: Longman Inc., 1982.

An overview of gender bias in education; includes lesson plans and practical strategies for classroom application. Considers the impact of sex stereotyping of boys as well as girls.

8. Shapiro, June; Sylvia Kramer and Catherine Hunerberg. *Equal Their Chances: Children's Activities for Non-Sexist Learning*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Designed for teachers and parents, this handbook contains ideas for classroom activities. Also focuses on how sexism affects each part of the curriculum.

National Origin Equity

9. Anderson, Theodore and Mildred Boyer. *Bilingual Schooling in the United States*. Austin, TX: Southwest Educational Development Laboratory, January 1970.

A two volume set providing background information essential for understanding bilingual education. Outlines the experiences of different language minority groups from a historical perspective. Also includes an extensive bibliography.

10. Banks, James A. *Multiethnic Education: Theory and Practice*. Boston, MA: Allyn and Bacon, 1988.

Designed to help preservice and inservice educators clarify the philosophical and definitional issues related to pluralistic education. Describes actions educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity.

11. Cummins, James. "Empowering Minority Students: A Framework for Intervention." *Harvard Educational Review* Vol. 56 (1986), pp. 18-36.

The author suggests that efforts at educational reform have been relatively unsuccessful because they have not altered the relationship between educators and minority students and between schools and minority communities.

12. Fishman, J. *Bilingual Education: An International Sociological Perspective*. Rowley, MA: Newbury House, 1976.

Compares the state of bilingual education in the United States to other countries. Gives a global perspective on bilingual education.

13. National Coalition of Advocates for Students. *New Voices: Immigrant Students in U.S. Public Schools*. Boston, MA: National Coalition of Advocates for Students, 1988.

The final report of the two-year NCAS Immigrant Student Project, the first national examination of how immigrant students are faring in U.S. public schools. Includes interviews with students, parents, educators, and advocates at public hearings. Provides recommendations for educational policy change.

BEST COPY AVAILABLE

14. Sleeter, Christine E. and Carl A. Grant. "An Analysis of Multicultural Education in the United States." *Harvard Educational Review* Vol. 57, No. 4 (November 1987), p. 421.

The authors have developed a taxonomy by which to define multicultural education, to examine how it is used, and to criticize the perspectives current in the literature for their shortcomings and oversights. Also identifies the need for research and funding.

Race Equity

15. *A Common Destiny: Blacks and American Society*. Washington, D.C.: National Academy Press, [1988].

A study reviewing the social and economic status of Black Americans and assessing the effectiveness of policies designed to bring about racial equality.

16. Hawley, Willis D. *Strategies for Effective Desegregation: Lessons from Research*. Lexington, MA: Lexington Books, [1983].

One of the most current and comprehensive reviews of the literature on desegregation. Has implications for school improvement, multicultural education and school community relations.

17. Kluger, Richard. *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*. New York: Knopf, 1976.

Provides a historical context for understanding the impact of the Brown decision on later court rulings which affected our political and social life and led to our present understanding of equity.

18. Salome, Rosemary C. *Equal Education Under Law: Legal Rights and Federal Policy in the Post Brown Era*. New York: St. Martin's Press, 1986.

A comprehensive legislative history of civil rights in education. Addresses issues of equity for racial groups, linguistic minorities, handicapped persons and women. ❖

FREE TO YOUR ORGANIZATION:

Two Excellent Handbooks on Sex Equity

Handbook for Achieving Sex Equity Through Education
Dr. Susan S. Klein, Editor
and
Sex Equity Handbook for Schools
by Dr. Myra Sadker and Dr. David Sadker

These widely acclaimed companion publications have been reprinted through a grant from the Carnegie Corporation to Women Educators. By the terms of this grant, high quality paperback copies will be made available at no charge to four hundred organizations which are involved in promoting educational equity.

To receive one or both of the Handbooks, send for a one-page application form and return it by **April 3, 1990.** The free books will be mailed to qualifying organizations by June 1990. The address is:

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Carnegie Project/Women Educators
University of Massachusetts
School of Education
Room 124, Furcolo Hall
Amherst, MA 01003

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Publications Available

Single copies of most publications are available free. There is a charge for a few very popular publications to cover the cost of reprinting. Make checks payable to Programs for Educational Opportunity. Check up to three free items and send a copy of the form below to:

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The University of Michigan School of Education
Ann Arbor, MI 48109-1259
(313) 763-9910

Books and booklets:

- ❑ *America's Hispanic Heritage*
- ❑ *Hispanic Americans in the United States: A Select Annotated Bibliography*
- ❑ *Approaches for Achieving a Multicultural Curriculum*
- ❑ *Effective Schools: Issues in the Education of Black Children* ($6.00)
- ❑ *Jump Street: A Story of Black Music, A Secondary Teaching Guide*
- ❑ *Remember the Ladies!: A Handbook of Women in American History*
- ❑ *Tune In to Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment* ($2.00)

Back issues of *Breakthrough*:

- ❑ Equity and the Change Agent
- ❑ Equity and Educational Finance
- ❑ School Closings and Equity
- ❑ Student Discipline and Desegregation
- ❑ The Challenge of At-Risk Students
- ❑ Teaching Children to be Test Wise

Back issues of *Title IX Line*:

- ❑ Comparable Worth in School Employment
- ❑ Promoting Flexibility in Male Roles
- ❑ The History of American Women and Work
- ❑ Women in Literature: Historical Images of Work
- ❑ Fostering Sex Equity in Math
- ❑ Sex Equity and Vocational Education
- ❑ Sexual Harassment
- ❑ Women in Administration
- ❑ Women and Sports

Poster (5-1/2 X 17 inches):

- ❑ "Ten Commandments for Black Educators" (laminated, $1.50; poster board, $1.00)

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